

**Parkside Middle School**  
**Peru ESD 124**  
**Peru, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 5 6 7 8**

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	85.1	0.6	9.8	1.9	0.0	0.0	2.6	37.4	2.1	12.8		0.4	10.1	96.0	470
<b>District</b>	81.5	1.0	11.5	2.4	0.0	0.1	3.4	41.1	5.3	13.0		0.2	11.4	96.0	1,062
<b>State</b>	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**IEP** Students are those students eligible to receive special education services.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**Total Enrollment** is based on Home School.

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	16.9		12.5	236.0
<b>State</b>	96.0	18.8		13.6	211.3

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

**AVERAGE CLASS SIZE** (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>						20.2	22.8	25.0	24.0	
<b>District</b>						20.2	22.8	25.0	24.0	
<b>State</b>						23.3	22.0	21.3	21.3	

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

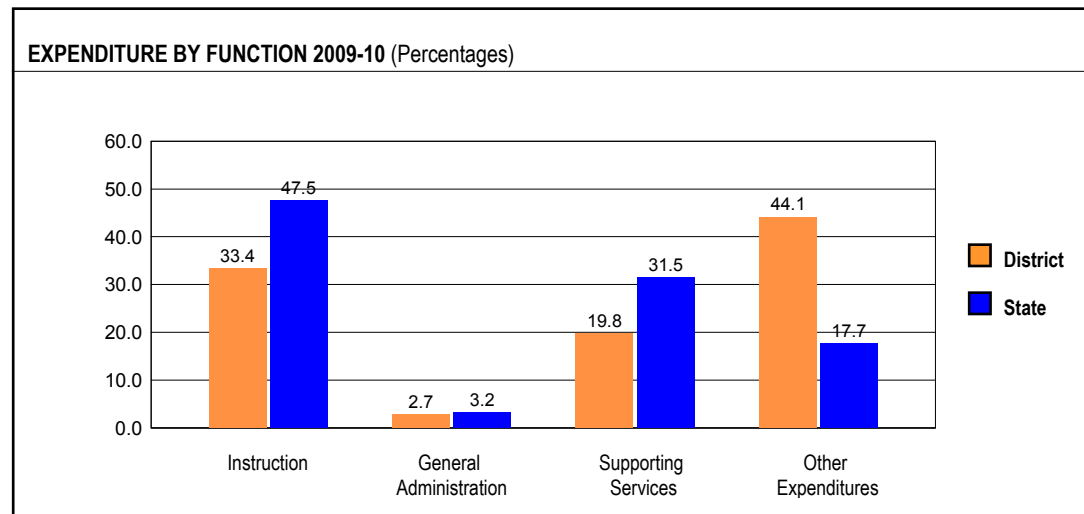
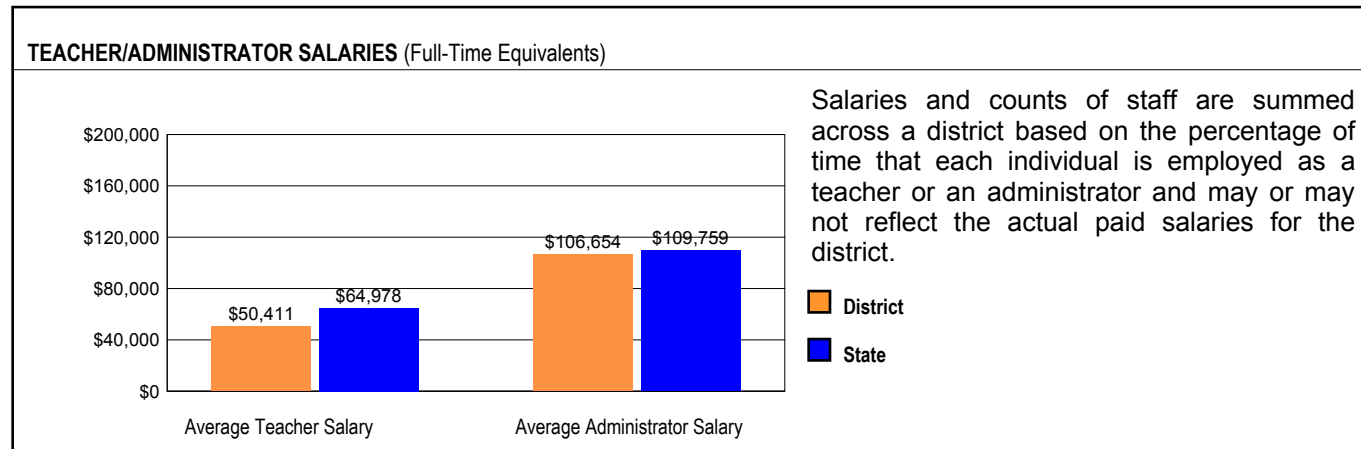
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		43	43		43	43		86	86		43	43
<b>District</b>		43	43		43	43		86	86		43	43
<b>State</b>		55	52		43	44		103	91		43	44

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.6	86.4	74
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.9	68.8	31.2	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

Some teacher/administrator data are not collected at the school level.

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$5,718,004	52.2	58.9	Education	\$7,097,098	45.7	72.9
Other Local Funding	\$2,714,028	24.8	6.4	Operations & Maintenance	\$1,765,409	11.4	6.0
General State Aid	\$1,061,960	9.7	14.9	Transportation	\$335,099	2.2	3.8
Other State Funding	\$533,174	4.9	7.5	Debt Service	\$1,170,854	7.5	7.2
Federal Funding	\$926,583	8.5	12.4	Tort	\$81,673	0.5	1.2
TOTAL	\$10,953,749			Municipal Retirement/ Social Security	\$246,747	1.6	1.9
				Fire Prevention & Safety	\$202,240	1.3	0.7
				Site & Construction/ Capital Improvement	\$4,631,368	29.8	6.4
				TOTAL	\$15,530,488		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$200,872	2.97	\$5,724	\$9,893
State	**	**	\$6,773	\$11,537

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.

**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

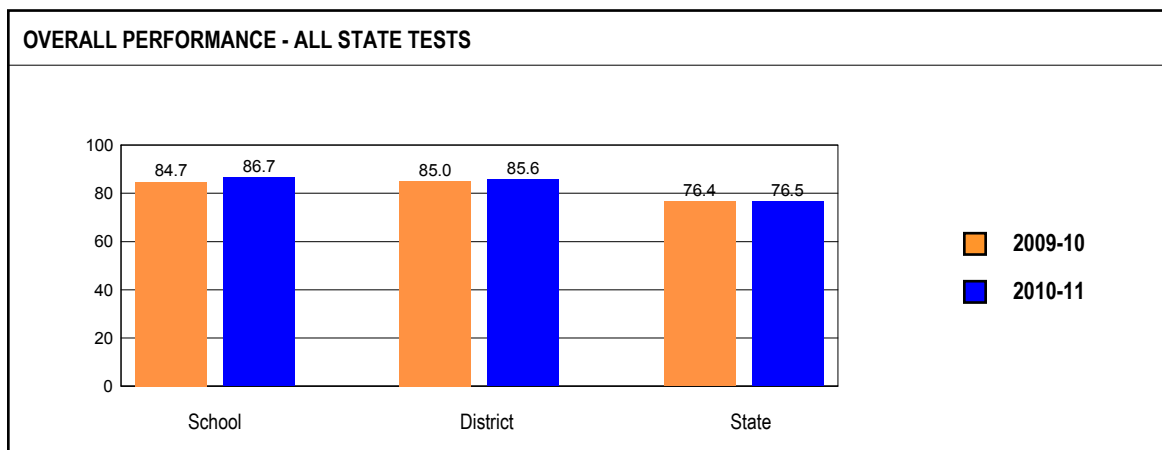
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

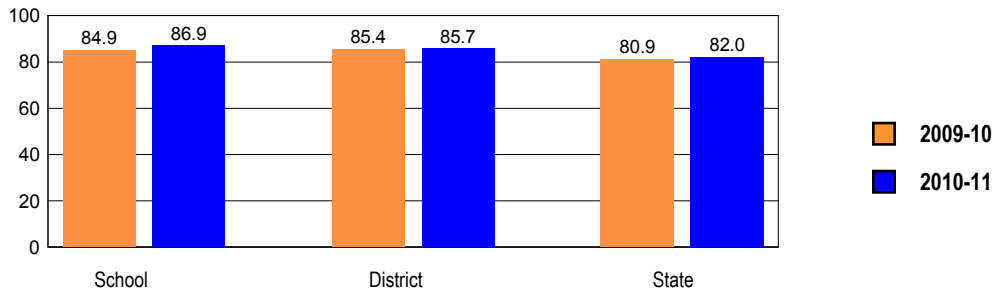
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

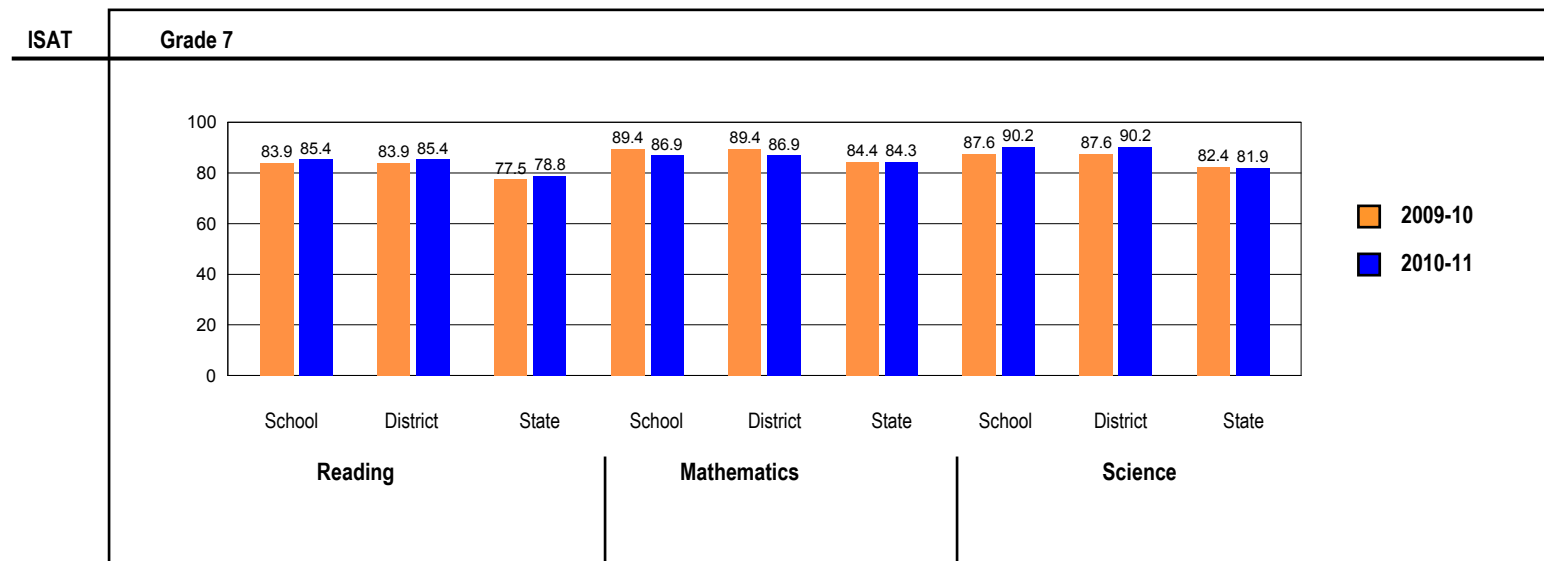
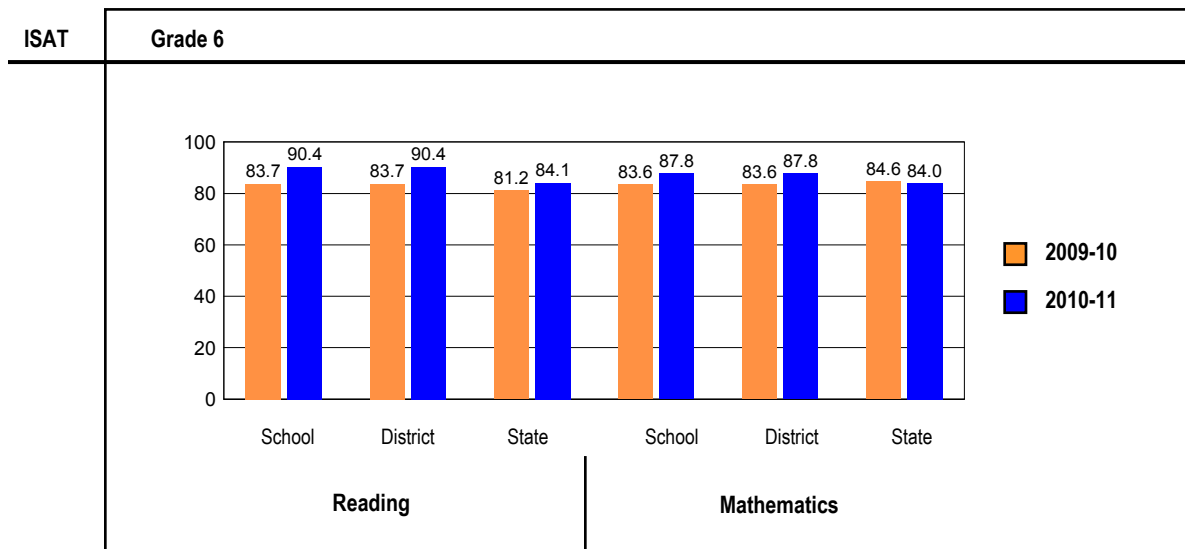
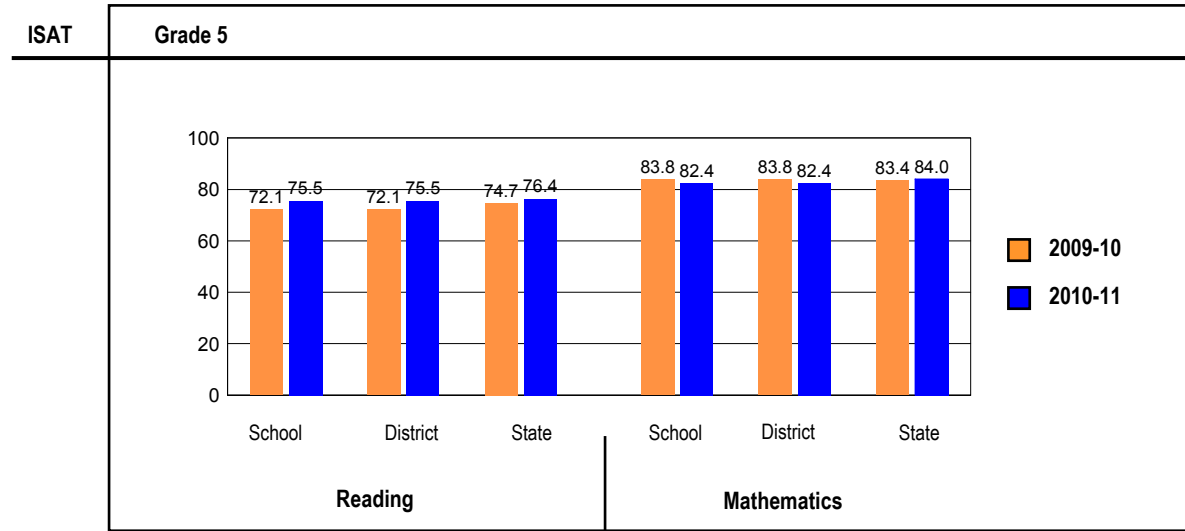


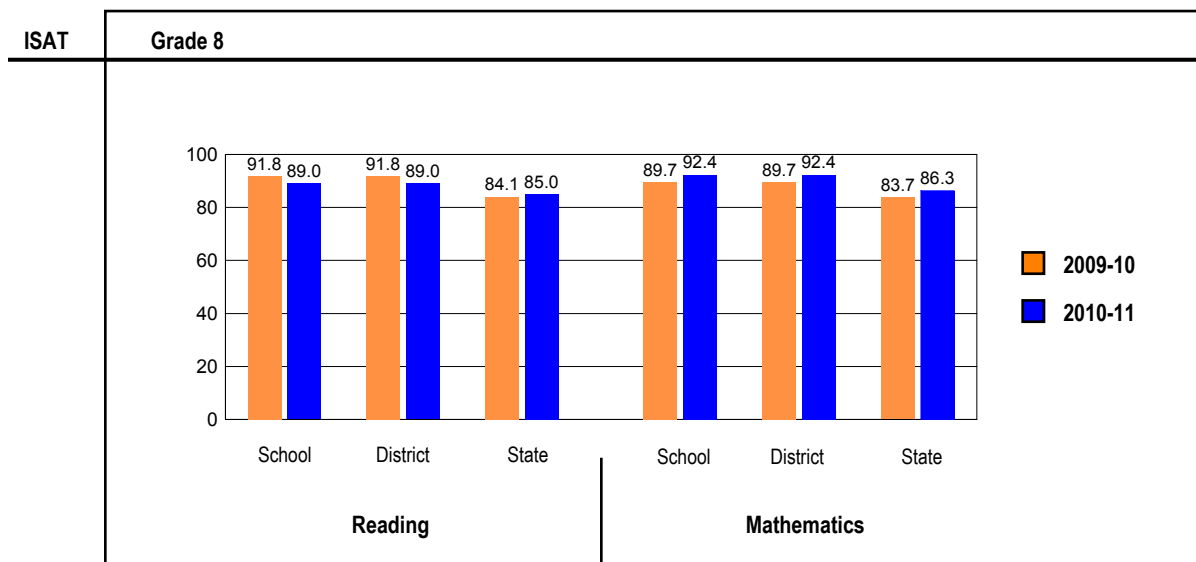
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.





## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	473	242	231	406	4	44	7	0	0	12	10	0	62	184
	Reading	1.5	1.7	1.3	1.0		2.3				8.3	0.0		9.7	2.2
District	*Enrollment	681	351	330	578	6	69	10	0	0	18	21	0	84	263
	Reading	1.0	1.1	0.9	0.7		1.4	0.0			5.6	0.0		7.1	1.5
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	473	242	231	406	4	44	7	0	0	12	10	0	62	184
	Mathematics	1.3	1.7	0.9	1.0		0.0				8.3	0.0		8.1	1.6
District	*Enrollment	681	351	330	578	6	69	10	0	0	18	21	0	84	263
	Mathematics	0.9	1.1	0.6	0.7		0.0	0.0			5.6	0.0		6.0	1.1
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	129	68	61	115	2	9	0	0	0	3	2	0	18	51
	Science	1.6	2.9	0.0	0.9									5.6	2.0
District	*Enrollment	238	126	112	206	4	21	1	0	0	6	6	0	28	94
	Science	0.8	1.6	0.0	0.5		0.0							3.6	1.1
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	24.5	47.1	28.4	0.0	17.6	70.6	11.8
District	0.0	24.5	47.1	28.4	0.0	17.6	70.6	11.8
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	26.0	52.0	22.0	0.0	20.0	74.0	6.0
	District	0.0	26.0	52.0	22.0	0.0	20.0	74.0	6.0
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	23.1	42.3	34.6	0.0	15.4	67.3	17.3
	District	0.0	23.1	42.3	34.6	0.0	15.4	67.3	17.3
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	24.7	43.5	31.8	0.0	16.5	71.8	11.8
	District	0.0	24.7	43.5	31.8	0.0	16.5	71.8	11.8
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School								
	District								
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School	0.0	30.0	70.0	0.0	0.0	30.0	70.0	0.0
	District	0.0	30.0	70.0	0.0	0.0	30.0	70.0	0.0
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District								
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District								
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	71.4	28.6	0.0	0.0	71.4	28.6	0.0
	District	0.0	71.4	28.6	0.0	0.0	71.4	28.6	0.0
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	17.0	50.0	33.0	0.0	9.1	77.3	13.6
	District	0.0	17.0	50.0	33.0	0.0	9.1	77.3	13.6
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	45.7	42.9	11.4	0.0	37.1	60.0	2.9
District	0.0	45.7	42.9	11.4	0.0	37.1	60.0	2.9
State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible								
School	0.0	13.4	49.3	37.3	0.0	7.5	76.1	16.4
District	0.0	13.4	49.3	37.3	0.0	7.5	76.1	16.4
State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.6	71.9	18.4	0.0	12.2	65.2	22.6
District	0.0	9.6	71.9	18.4	0.0	12.2	65.2	22.6
State	0.2	15.7	56.8	27.3	0.6	15.5	58.0	25.9

**Grade 6 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	11.7	75.0	13.3	0.0	11.7	65.0	23.3
District	0.0	11.7	75.0	13.3	0.0	11.7	65.0	23.3
State	0.3	19.1	57.1	23.5	0.7	16.8	56.2	26.3
Female								
School	0.0	7.4	68.5	24.1	0.0	12.7	65.5	21.8
District	0.0	7.4	68.5	24.1	0.0	12.7	65.5	21.8
State	0.1	12.2	56.5	31.3	0.5	14.0	59.9	25.6

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	0.0	7.5	73.1	19.4	0.0	8.6	66.7	24.7
District	0.0	7.5	73.1	19.4	0.0	8.6	66.7	24.7
State	0.1	9.4	54.7	35.8	0.3	8.9	56.8	34.0
Black								
School								
District								
State	0.4	28.1	60.0	11.4	1.3	30.1	58.6	10.0
Hispanic								
School	0.0	7.1	85.7	7.1	0.0	20.0	73.3	6.7
District	0.0	7.1	85.7	7.1	0.0	20.0	73.3	6.7
State	0.2	21.7	61.6	16.4	0.7	20.5	63.8	15.1
Asian								
School								
District								
State	0.1	6.0	41.5	52.4	0.2	4.7	38.4	56.6
Native Hawaiian/Pacific Islander								
School								
District								
State	0.0	10.7	55.7	33.6	0.8	9.0	56.6	33.6
American Indian								
School								
District								
State	0.4	18.1	60.4	21.1	0.8	18.1	60.5	20.5
Two or More Races								
School								
District								
State	0.1	12.9	55.1	31.8	0.4	13.3	57.1	29.1

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	38.5	61.5	0.0	0.0	50.0	42.9	7.1
	District	0.0	38.5	61.5	0.0	0.0	50.0	42.9	7.1
	State	1.3	51.5	41.8	5.4	3.1	46.0	45.0	5.9
Non-IEP	School	0.0	5.9	73.3	20.8	0.0	6.9	68.3	24.8
	District	0.0	5.9	73.3	20.8	0.0	6.9	68.3	24.8
	State	0.0	10.3	59.1	30.6	0.2	10.9	60.0	28.9

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	15.4	71.2	13.5	0.0	20.8	58.5	20.8
	District	0.0	15.4	71.2	13.5	0.0	20.8	58.5	20.8
	State	0.3	24.5	61.2	13.9	0.9	24.0	62.0	13.1
Not Eligible	School	0.0	4.8	72.6	22.6	0.0	4.8	71.0	24.2
	District	0.0	4.8	72.6	22.6	0.0	4.8	71.0	24.2
	State	0.1	7.0	52.4	40.5	0.2	7.0	54.1	38.7

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	14.6	69.9	15.4	0.0	13.1	65.6	21.3	3.3	6.5	71.5	18.7
	0.0	14.6	69.9	15.4	0.0	13.1	65.6	21.3	3.3	6.5	71.5	18.7
	0.4	20.8	58.0	20.8	2.2	13.5	53.9	30.4	5.7	12.4	57.8	24.1

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	16.9	73.8	9.2	0.0	14.1	59.4	26.6	3.1	0.0	76.9	20.0
	District	0.0	16.9	73.8	9.2	0.0	14.1	59.4	26.6	3.1	0.0	76.9	20.0
	State	0.6	24.9	56.8	17.7	2.8	15.0	51.7	30.5	6.8	12.4	54.5	26.4
Female	School	0.0	12.1	65.5	22.4	0.0	12.1	72.4	15.5	3.4	13.8	65.5	17.2
	District	0.0	12.1	65.5	22.4	0.0	12.1	72.4	15.5	3.4	13.8	65.5	17.2
	State	0.2	16.5	59.3	24.1	1.5	12.0	56.2	30.3	4.6	12.4	61.3	21.7

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	14.4	69.4	16.2	0.0	10.9	67.3	21.8	3.6	5.4	70.3	20.7
	District	0.0	14.4	69.4	16.2	0.0	10.9	67.3	21.8	3.6	5.4	70.3	20.7
	State	0.2	14.4	58.3	27.1	1.1	8.5	51.4	38.9	2.9	6.8	55.9	34.5
Black	School												
	District												
	State	0.9	34.3	55.7	9.1	4.9	24.4	58.3	12.4	12.3	22.9	58.4	6.5
Hispanic	School												
	District												
	State	0.5	26.6	60.9	11.9	2.6	17.7	59.8	19.9	7.5	17.9	63.3	11.3
Asian	School												
	District												
	State	0.2	8.2	48.9	42.6	0.8	4.8	33.6	60.9	2.4	5.3	50.2	42.0
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.0	13.6	57.4	29.0	0.6	7.1	50.0	42.3	4.2	7.7	59.5	28.6
American Indian	School												
	District												
	State	1.0	30.4	55.5	13.1	3.5	19.3	56.4	20.7	8.3	16.3	59.1	16.3
Two or More Races	School												
	District												
	State	0.3	19.2	57.6	22.9	2.1	13.3	52.6	32.0	4.8	11.3	55.9	28.1

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	46.2	46.2	7.7	0.0	41.7	50.0	8.3	7.7	7.7	76.9	7.7
	District	0.0	46.2	46.2	7.7	0.0	41.7	50.0	8.3	7.7	7.7	76.9	7.7
	State	2.4	61.2	33.0	3.4	11.1	39.7	42.9	6.2	20.4	27.0	46.1	6.5
Non-IEP	School	0.0	10.9	72.7	16.4	0.0	10.0	67.3	22.7	2.7	6.4	70.9	20.0
	District	0.0	10.9	72.7	16.4	0.0	10.0	67.3	22.7	2.7	6.4	70.9	20.0
	State	0.1	14.8	61.7	23.4	0.9	9.7	55.5	33.9	3.5	10.2	59.5	26.7

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	20.8	68.8	10.4	0.0	23.4	66.0	10.6	2.1	10.4	81.3	6.3
	District	0.0	20.8	68.8	10.4	0.0	23.4	66.0	10.6	2.1	10.4	81.3	6.3
	State	0.7	31.0	58.3	10.0	3.5	20.6	59.4	16.4	9.2	19.3	61.1	10.4
Not Eligible	School	0.0	10.7	70.7	18.7	0.0	6.7	65.3	28.0	4.0	4.0	65.3	26.7
	District	0.0	10.7	70.7	18.7	0.0	6.7	65.3	28.0	4.0	4.0	65.3	26.7
	State	0.1	11.2	57.7	30.9	0.9	6.9	48.7	43.4	2.4	5.9	54.7	36.9

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	11.0	84.7	4.2	0.0	7.6	78.0	14.4
District	0.0	11.0	84.7	4.2	0.0	7.6	78.0	14.4
State	0.2	14.8	74.9	10.1	0.4	13.3	54.5	31.8

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	15.3	76.3	8.5	0.0	10.2	69.5	20.3
	District	0.0	15.3	76.3	8.5	0.0	10.2	69.5	20.3
	State	0.3	17.9	73.0	8.9	0.5	15.1	53.1	31.3
Female	School	0.0	6.8	93.2	0.0	0.0	5.1	86.4	8.5
	District	0.0	6.8	93.2	0.0	0.0	5.1	86.4	8.5
	State	0.1	11.6	76.8	11.5	0.3	11.5	56.0	32.2

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	11.4	83.8	4.8	0.0	7.6	77.1	15.2
	District	0.0	11.4	83.8	4.8	0.0	7.6	77.1	15.2
	State	0.1	9.7	75.9	14.3	0.3	8.4	50.9	40.5
Black	School								
	District								
	State	0.3	25.6	71.7	2.4	0.8	25.4	60.6	13.2
Hispanic	School	0.0	10.0	90.0	0.0	0.0	10.0	80.0	10.0
	District	0.0	10.0	90.0	0.0	0.0	10.0	80.0	10.0
	State	0.2	19.7	76.0	4.1	0.5	17.0	61.8	20.8
Asian	School								
	District								
	State	0.1	5.9	70.6	23.4	0.2	3.7	34.3	61.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.6	9.7	73.3	16.4	1.2	8.5	48.5	41.8
American Indian	School								
	District								
	State	0.0	20.8	74.0	5.2	1.1	19.4	55.3	24.2
Two or More Races	School								
	District								
	State	0.1	14.3	73.4	12.2	0.6	11.8	54.3	33.3

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	19.0	78.6	2.4	0.0	11.9	83.3	4.8
	District	0.0	19.0	78.6	2.4	0.0	11.9	83.3	4.8
	State	0.3	22.7	73.5	3.4	0.7	20.6	61.3	17.4
Not Eligible	School	0.0	6.6	88.2	5.3	0.0	5.3	75.0	19.7
	District	0.0	6.6	88.2	5.3	0.0	5.3	75.0	19.7
	State	0.1	7.8	76.1	16.1	0.2	6.8	48.4	44.6

## 2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2011-12 Federal Improvement Status	Choice
Is this school making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Early Warning Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
All	98.5	Yes	98.7	Yes	84.5		Yes	87.3		Yes	96.0	Yes		
White	99.0	Yes	99.0	Yes	84.8		Yes	89.0		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	90.3	No	91.9	No	48.0		No	50.0		No				
Economically Disadvantaged	97.8	Yes	98.4	Yes	75.2	73.3	Yes	76.4	80.7	No	94.9			

### Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2010.

\*\* Safe Harbor Targets of 85% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

## 2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Focused
Is this school making (AYP) in the "ALL" subgroup in <b>reading</b> ?	Yes
Is this school making (AYP) in the "ALL" subgroup in <b>math</b> ?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP**.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

### **Peru Elementary School District 124 Achievement Information**

Students in Peru Elementary School District continue to grow in their academic achievement as indicated on the Illinois Standards Achievement Test (ISAT), as well as on local assessments. Overall district scores from the spring 2011 ISAT were once again very strong, with 87.8 percent of all students in grades 3 through 8 meeting or exceeding standards in mathematics, while 83.6 percent did so in reading.

Overall student ISAT scores in Peru ESD 124 have continued on a seven year upward trend in both reading and math. As a comparison, the overall ISAT scores were 75.5 percent meeting and exceeding in mathematics in 2004-05 and 71.3 percent in reading that same year. In that same time period, the district's percentage of economically disadvantaged students has climbed from 24.9 percent to 41.1 percent, providing clear evidence that the students and staff of Peru Schools have completely bucked the trend of increasing low income rates predicating lower overall student achievement scores.

These improvements are very noteworthy and we are proud of the growth of our students; however, the teachers, administration and staff will continue to focus not on a state test, but on authentic learning opportunities and developing a deep, meaningful curriculum for our students. Ongoing efforts to improve student achievement will continue with even more focus as the district focuses on aligning with the Common Core Standards.

**Parkside Middle School**  
**Areas of Success and Targeted Improvements for 2011-12**

<b>Teaching and Learning</b>	
<b>Successes</b>	<b>Areas for Improvement</b>
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Two 30-stations iPad Carts</li> <li>• iPads for Staff use with professional development provided</li> <li>• Smart Boards and LCD projectors in all Classrooms</li> <li>• 30-station tiered Computer Lab</li> <li>• Five Mobile Labs</li> <li>• Subscription to <i>United Streaming</i></li> <li>• Digital cameras, video and flip video cameras available for classroom use</li> <li>• Synergistic Lab</li> <li>• Textbooks online and links to online support from School Website</li> </ul> <p><b>Academic Assistance:</b></p> <ul style="list-style-type: none"> <li>• RtI Reading Support taught by a Reading Specialist or Special Educator</li> <li>• Project Success After School Program</li> <li>• At-Risk Study Hall</li> <li>• Study Skill Course (5<sup>th</sup> grade)</li> <li>• Title I Math Aide (6<sup>th</sup> – 8<sup>th</sup> grades)</li> <li>• Grades Online and Homework Hotline</li> </ul> <p><b>Response to Intervention (RtI):</b></p> <ul style="list-style-type: none"> <li>• Implemented scientifically-based Reading Interventions, such as <i>SRA Corrective Reading</i>, <i>Great Leaps</i> and <i>The Six-Minute Solution</i></li> <li>• AIMSweb benchmarking in all grades</li> <li>• Progress monitor all Intervention students identified with AIMSweb</li> <li>• Quarterly Problem-Solving Meetings</li> </ul> <p><b>Special Programming:</b></p> <ul style="list-style-type: none"> <li>• 5.25 Special Ed Teachers (~10:1 ratio) to work with IEP students</li> <li>• Gifted Education Program (GATE) challenge and address the needs of gifted students</li> </ul>	<p><b>Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>• Professional Development and release time to review and implement the CCS for ELA, Math and Literacy into our curricula</li> </ul> <p><b>Data Driven Instruction:</b></p> <ul style="list-style-type: none"> <li>• Using MAP Data to guide instruction</li> <li>• (ISAT, MAP and AIMSweb) to identify curriculum gaps and improve instruction</li> </ul> <p><b>Intervention and IEP Students:</b></p> <ul style="list-style-type: none"> <li>• Sharing strengths and weaknesses with all staff (including Expo) to better address academic needs</li> <li>• Develop a protocol to address specific needs of identified Intervention students in Reading</li> </ul> <p><b>Differentiated Instruction:</b></p> <ul style="list-style-type: none"> <li>• Staff Development to address a variety of learning styles and levels of each heterogeneous classroom</li> </ul>

<b>Student Learning, Progress and Achievement</b>	
<b>Successes</b>	<b>Areas for Improvement</b>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Weekly Early Dismissals for Problem solving, SIP, PLC's, Articulation</li> <li>• Funding and Support for workshops, conferences and webinars</li> </ul> <p><b>Expand Comprehensive Literacy Model</b></p> <ul style="list-style-type: none"> <li>• Professional Development for Staff District Literacy Committee met</li> <li>• Literacy Leadership team articulated with grade level teams</li> </ul> <p><b>AIMSweb</b></p> <ul style="list-style-type: none"> <li>• All grade levels were benchmarked in Reading and Math using AIMSweb – MAZE, CBM and MCAP</li> <li>• Intervention students progress monitored weekly with AIMSweb</li> </ul> <p><b>Reading and Math</b></p> <ul style="list-style-type: none"> <li>• Scores in both Reading and Math on the ISAT have continued to show an upward trend at all grades level</li> <li>• Provided "push-in" Title I academic assistance to students identified as at-risk in math</li> </ul> <p><b>MAP Assessment</b></p> <ul style="list-style-type: none"> <li>• provides immediate feedback to students on individual progress</li> <li>• provides reports to teachers to guide instruction</li> </ul> <p><b>Expand Comprehensive Literacy Model</b></p> <ul style="list-style-type: none"> <li>• Professional Development for Staff District Literacy Committee met</li> <li>• Literacy Leadership team articulated with grade level teams</li> </ul>	<p><b>Problem Solving Meetings:</b></p> <ul style="list-style-type: none"> <li>• Staff Refresher Training to use the IL Interactive Report Card (iirc)</li> <li>• Using Data at Monthly problem solving meeting to guide instructional interventions</li> <li>• Provide intervention suggestions to improve overall instruction</li> </ul> <p><b>Reading Instruction</b></p> <ul style="list-style-type: none"> <li>• Continue to improve upon Consistent Core Curriculum for all students</li> <li>• Scientifically based interventions for those identified as needing</li> </ul> <p><b>MAP Assessment</b></p> <ul style="list-style-type: none"> <li>• more staff training needed in using data from MAP Assessment to guide instruction</li> </ul>

<b>Learning Community</b>	
<b>Successes</b>	<b>Areas for Improvement</b>
<p><b>School Safety Emphasized</b></p> <ul style="list-style-type: none"> <li>• Implemented PBIS – trained students and staff in positive behavioral expectations</li> <li>• Assembly on CyberBullying and Safe Social Networking</li> <li>• Crisis Team training annually in Crisis Prevention and Intervention (CPI)</li> <li>• Secure entrance to office, exteriors doors locked at all times</li> <li>• Added 12 Digital Surveillance Cameras (total of 40) to monitor inside building, outdoor areas and 3 bus routes</li> <li>• Phones available in all Classrooms</li> </ul> <p><b>Parent and Community Support:</b></p> <ul style="list-style-type: none"> <li>• Assemblies, concerts and programs open to the community</li> <li>• Informative District and School Website</li> <li>• Strong Parent Teacher Club (PTC)</li> <li>• Informative Monthly Newsletter</li> <li>• Grades, lunch balance and attendance information available Online via TeacherEase Program</li> <li>• Phones in Classrooms for easy access</li> </ul> <p><b>Environmentally Aware:</b></p> <ul style="list-style-type: none"> <li>• Recycled Program for Paper, Plastics and Ink Cartridges</li> <li>• Eliminated paper copies of newsletters, progress reports and other paper correspondence – sent electronically to the 75% of parents with email availability</li> </ul> <p><b>Intra and Extra-Curricular Activities</b></p> <ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• Athletic</li> <li>• Academic</li> </ul>	<p><b>Continue to Train Staff in PBIS</b></p> <ul style="list-style-type: none"> <li>• Monthly inservice trainings for Internal Coaches – “Train the Trainers” Model to involved the Universal Team and the rest of the staff</li> </ul> <p><b>Continue to find ways to improve Parent and Community Awareness and Participation:</b></p> <ul style="list-style-type: none"> <li>• Increased Utilization of Alert Now phone system.</li> <li>• Better job Publicizing events – notes home, newspaper contacts, Electronic Sign</li> <li>• Personalize parent contact – more phone calls, not just written notes or emails</li> <li>• Promote Box Tops for Education program</li> </ul>